UNIT: **Playing with Words** TIME FRAME: **6 weeks** TEACHER: A. Hilliard

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| |  | | --- | | **Unit Summary and Rationale:** (Outlines the components of the unit and the reasoning for their inclusion): | | Both spoonerisms *(the transposition of initial or other sounds of words, usually by accident, as in a blushing crow for a crushing blow)* and classic poetry provide a brief introduction to the appreciation and exploration of language. Students bring in a book about an important figure, such as a scientist, artist, or inventor as a springboard for writing about their own interests and researching famous scientists. Students explore word origins; compare literal and figurative language, and present poem they have written. This unit ends with an open-ended reflective essay response to the essential question. | | | | |
| |  | | --- | | **Unit Connection College and Career Ready Descriptions:** Teachers will select at least one of the following lenses to act as the overlay for the unit. These are the descriptors that must be included to ensure the unit is fully aligned to the CCLS and relevant to the college and career ready student.  x Students will demonstrate independence.   Students will value evidence.   Students will build strong content knowledge.  x Students will respond to the varying demands of audience, task, and discipline.   Students will critique as well as comprehend.   Students will use technology and digital media strategically and capably.   Students will develop an understanding of other perspectives and cultures. | | | | |
| |  | | --- | | **Unit Standards:** Teachers should list the standards to be addressed within the unit. | |  | | | | |
| |  | | --- | | **Reading**  **(Including Foundational Skills)**  **RL.5.2**: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.  **RI.5.1:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  **RF.5.3:** Know and apply grade-level phonics and word analysis skills in decoding words.  **RF.5.3 (a):** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. | | |  | | --- | | **Writing** |   **W.5.7:** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. | |  | | --- | | **Speaking and Listening** |   **SL.5.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on *grade 5 topics and texts*, building on others’ ideas and expressing their own clearly.  **SL.5.1 (a):** Come to discussions prepared, having reader studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.  **SL.5.1 (b):** Follow agreed-upon rules for discussions and carry out assigned roles. | |  | | --- | | **Language** |   **L.5.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
| **Essential Questions:** Essential questions center on major issues, problems, concerns, interests, or themes relevant to the classroom. Essential questions should lead students to discover the big ideas. They need to go beyond *who, what and where.* They need to lead to the *how* and *why* | | **Big Ideas:** These are what students will discover as a result of instruction and learning activities. They are the main ideas of the learning, the conclusions, or the generalizations. Big Ideas should be open-ended and apply to more than one area of study. | |
| Why (and how) do we play with language?  What is the purpose of using figurative language? | | Read classic and humorous stories and poems.  Conduct research on people of interest, notably scientists. | |
| How do readers use their context clues and resources to determine the meaning of unfamiliar vocabulary? | | Create digital presentations.  Write responses to a variety of literature and poetry. | |
| How does an author use descriptive details, a sequence of events, and a conclusion to establish a situation and setting? | | Participate in group discussions about poetic techniques and figurative language. | |

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| **Learning Tasks:** Teachers list the various tasks students will engage in throughout the unit. | | | | | |
| **Reading Tasks**  *(E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars.*  **Literary Texts**  **Stories**  The Disappearing Alphabet (Richard Wilbur and David Diaz)  *The King Who Rained* (Fred Gwynne)  **Stories (Read Aloud)**  *The Phantom Tollbooth* (Norton Juster and Jules Feiffer)  **Poems**  "Casey at the Bat" (Ernest Lawrence Thayer) (E)  *Joyful Noise: Poems for Two Voices* (Paul Fleischman and Eric Beddows)  "The Echoing Green" (William Blake) (E)  “Little Red Riding Hood and the Wolf” (Roald Dahl) (E)  “Eletelephony” (Laura Richards)  “My Shadow” (Robert Louis Stevenson)  *Runny Babbit: A Billy Sook* (Shel Silverstein)  **Poems (Read Aloud)**  The Tree is Older than You Are: A Bilingual Gathering of Poems & Stories from Mexico with Paintings by Mexican Artists (Naomi Shihab Nye)  **Informational Texts**  Biographies/Tales of Famous Americans (Peter and Connie Roop)  *Forecast Earth: The Story of Climate Scientist Inez Fung* (Women’s Adventures in Science) (Renee Skelton)  *John Muir: Young Naturalist* (Childhood of Famous Americans) (Montrew Dunham)  *Who Was Albert Einstein?* (Jess M. Brallier and Robert Andrew Parker)  *Alexander Graham Bell: An Inventive Life* (Snapshots: Images of People and Places in History) (Elizabeth MacLeod) | **Writing Tasks**  **Bio-poem**  Read all you can about a favorite sports hero, author, poet, illustrator, artist, or musician. Make a chart in your journal that includes the following information:   * *Name of your person* * *Where he/she lived* * *When he/she lived* * *What did he/she do that made him/her famous?* * *What are some additional facts you found interesting?*   After finishing this research, create a bio-poem based on the person you chose. Make sure you can explain why you chose the words you put into the bio-poem, and create a digital presentation of both. (RI.5.1, W.5.7, L.5.1a)  **Famous Scientists Graphic Organizer**  Since you and your classmates are reading and researching about different scientists, keep track of information, in similar categories to those listed above, in your journal. During class discussions, we will share our research and create a class chart together. (RI.5.1, RI.5.2, RI.5.3)  Journal Writing  **Explore your own style of writing.**  Write your own humorous story or poem in which you incorporate figurative language or idioms learned. Share it with a classmate. Ask your classmate what he/she thinks would improve your writing. (L.5.5, W.5.4, W.5.5) | | **Discussion Tasks**  **Class Discussion**  How are the scientists we’ve read about similar? How are they different? How and why do scientists “play”? (SL.5.1a, b, RI.5.9)  **Class Discussion**  Compare and contrast the presentation of a topic in two different formats, such as baseball in “Casey at the Bat” (Ernest Lawrence Thayer) to *We are the Ship: The Story of Negro League Baseball* (Kadir Nelson), drawing on specific details from the text. Your teacher may ask you to write your own response on a Post-It note, on a white board, or in your journal and share it with a partner before, or during, the class discussion. (RL.5.2, SL.5.1a, b)  **Poetic Devices**  Not only do poets use a variety of formats, rhyme schemes, and meters, but they use specific devices to make their poems unique. Find examples of similes, metaphors, alliteration, and onomatopoeia in poems from this unit, and mark them with coded Post-it notes. Create a T-chart in your journal that includes the technique and examples of each. Try to write your own poem that uses at least two of the techniques found. (RL.5.4, L.5.5, W.5.4) | | **Language/Vocabulary Tasks**  **Word Study**  As an individual and as a class, keep an index card file of words and phrases learned from the stories and poems in this unit, especially homonyms (i.e., sea, sea; to, two, too, etc.) and homophones, (i.e., weather, whether). Keeping the words on index cards will help you when we sort words by prefix, suffix, root words, meaning, spelling feature, etc. (Note: This will be an ongoing activity all year long.) (L.5.4a, RI.5.6)  **Dramatization/Fluency**  Choose a poem, such as one from the anthology *Joyful Noise* (Paul Fleischman and Eric Beddows), to recite with a classmate. After the performance, discuss specific passages and poetic elements that made the poem come alive. (RF.5.3a)  **Create a Classbook**  Illustrate the literal and figurative meaning of an idiom from a text such as *The King Who Rained*. We will compile these illustrations into a classbook to share with younger students. Try to use phrases learned in your daily writing and speaking as well. (L.5.5b) |
| **Assessments:** List types of assessments that will be used throughout the course of the unit.  \*If you do not have assessments for this unit, they should be created before moving on to the lesson design\* | | | | | |
| **DIAGNOSTIC** | | **FORMATIVE** | | **SUMMATIVE** | |
| Teacher-made tests | | Classscape Assessments  Benchmarks  Teacher-made tests  Exit tickets | | Six Weeks Exams | |
| **Text(s) Selections** (generated by (?) both teacher and student)  Teachers will list the genres/titles for study: | | | | | |
| **Cross-Curricular Connections:**  **This unit teaches:**  **Science:** Biographies and their related field of study (e.g., conservation and ecology)  **This unit could be extended to teach:**  **Science:** Scientists and the type of science to which they contributed (e.g., ecology, biology, chemistry, astronomy, geology, meteorology, electricity, etc.)  **History/geography:** Famous people throughout history (e.g., How have these people changed our world? What makes them famous?)  Physical education: Baseball (i.e., rules and history) | | | | | |